

Bridport Primary School

(part of the Minerva Learning Trust)

Special Educational Needs, Disability (SEND) and Inclusion

Information Report 2016-2017

A child with **SEND** is defined as one with a learning difficulty and/or disability which should be addressed by making special educational provision. If a child has a learning difficulty, it means that she or he **falls outside the expected level of learning of most children of the same age**. It may be the result of a disability which needs different educational facilities from those generally provided by schools.

References

Please refer to the SEND/ INCLUSION /LOCAL OFFER POLICY document which gives a comprehensive description of all aspects of SEND at BPS and is underpinned by the SEN Code of Practice, and documents below. This policy can be found on the school website. It has a different appearance as it contains a parent friendly version of the Local Offer hosted on the Dorset for You website.

The information meets the Statutory requirements laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulation 51 (2014)

The Local Offer was updated in July 2017, and aims to provide a clear guide to our provision at Bridport Primary School.

SEND Register July 2017

Year Group	Total on Register	EHCP	SEN Support
Reception	12	0	12
1	6	0	6
2	9	2	7
3	15	6	9
4	11	1	10
5	15	0	15
6	12	1	11
Total	80	10	70

	At July 2017
Total on Register and % of school population (396)	80(20%)
Total % EHC/Statement	10 (2.5%)
Total % SEN support	70 (18%)
% of SEN children whose main need is Cognition and Learning	34 children 42%
% of SEN children whose main need is Speech, Language and communication (including hearing)	27 children 34%
% of SEN children whose main need is SEMH	14 children 17%
% of SEN children whose main need is SENSORY or Physical	5 children 6%

Since Sep 2016 there have been 8 new referrals to the Educational Psychologist, as our graded response to learning difficulties or social and emotional issues. 1 of these children was not previously on the register and have been placed on the register following assessment. Some of these children have been screened by Sheila Stratton our Specialist Literacy teacher first then followed up with a more specific set of assessments by Jeremy Side.

Sheila Stratton has continued to see a good number of children across the school, with a focus on KS1 to assess for specific literacy difficulties, and to advise teachers on meeting those needs. This has resulted in the number of children being identified with SPLD/Dyslexia rather than delay and needing intervention to catch up dropping which is very satisfactory for both teachers and parents. All children identified as needing catch up as well as those with specific needs have received intervention using the differentiated Phonics folders provided by Sheila.

3 children were issued with an Education Health Care Plan (EHCP) this year, following the assessments with the Educational Psychologist/ Medical/Behaviour services. The children who currently still have Statements will transfer to EHCP in the next two terms.

Progress for SEND Students 2016 2017

Key Stage 2

	Nat non SEND	Nat SEND support	BPS SEND support	Nat EHCP	BPS EHCP
Reading		-1.17	+2.57	-3.67	-0.69
Writing		-2.24	-1.34	-4.27	+0.05
Maths		-1.14	+0.57	-1.14	+0.42

Analysis of Outcomes - Key Stage 2 - Progress

Of the 11 SEN Support students in the year group, 8 were lower ability and 3 middle ability. The EHCP student was middle ability.

In terms of RWM the average scaled score for SEN support was 99.1% and the progress score was +1.6. For the EHCP student their average score was 105.5 and their progress -0.1. Given that last year the progress score for Reading was -1.38 and for Maths -1.14 this looks like very good progress.

SEN Support

If you compare results with prior attainment

In Reading 45% achieved Expected standard which was on track and 18% achieved higher level – this is 11% better than national conversion rates.

In Writing only 18% achieved Expected (-31% below national) but Higher level was +7% against national.

In Maths 45% achieved Expected which is in line and 9% at Higher which is +4%.

As in 2016, the results for SEND students at KS2 in terms of progress are outstanding for both SEND support and EHCP students.

Key Stage 1

	National Non-SEND		EHCP (2)		Progress %	SEND Support (7)		Progress %
	Expected	Higher	Expected	Higher		Expected	Higher	
Reading	83%	29%	NA	NA	-38%	57%	14%	+5%
Writing	76%	18%	NA	NA	-31%	43%	0%	+4%
Maths	83%	23%	NA	NA	-32%	43%	0%	-11%
RW & M	67%	8%	NA	NA	-23%	43%	0%	+10%

Phonics – Year 1

National 2016/17	School overall	Non-SEND National	School SEN
81%	92%	87%	80%

Key Stage 1

There were 7 SEN Support in year 2, 3 lower ability and 4 middle ability. There were 2 with EHCP, both lower ability.

In terms of RWM, 43% achieved this which is 1 student below the number who should be Expected. No student gained Higher level.

In Reading 57% achieved Expected which would be in line and 14% Higher which was good conversion.

In Writing and Maths 43% achieved Expected (1 less than should and 0% Higher).

Neither of the lower ability ECHP pupils achieved Expected in any subject – but that would be in line with starting points.

Strengths

Overall, at both KS1 and KS2 attainment is broadly in line with pupils’ starting points and the progress scores are very strong at KS2 for RWM so the judgement remains that SEND in the school is strong..

Areas of Focus

Supporting Phonics through KS1 for SEN children so that they continue to achieve well in the coming year.

Continue to support children and staff through the current difficult funding climate over the next year so that standards are maintained for SEND children.

Impact of Intervention

Intervention	Impact
<p>Boosting Reading Potential – reading intervention</p>	<p>20 children did BRP (Average recorded national gains for BRP is 10 months)</p> <ul style="list-style-type: none"> · 14 children exceeded the average gains in both decoding and comprehension · 3 made expected gains · 3 children made less than expected gains- of these all are SEN or have other issues. · Six of the 14 children made less than good progress in class. One of these had made good progress on the intervention scores, but is not transferring this to class. This child is currently being investigated for potential Dyslexia. · Children who do not make good progress in class tend to be those that are confident in a 1:1 situation but not confident in a classroom situation. The issue is always to improve the transference of skills for these types of children. Where the TLA works in that child’s class this can be better but not always. An ongoing piece of work.
<p>Inference Training KS2</p>	<p>12 children did Inference this spring term following cascaded training of 2 more TLAs Reading age 5/12 made more than 12m in reading age 1/12 made 12m 6 made less than 12m.</p>

	<p><u>Comprehension</u></p> <p>8/12 made more than 13m in comprehension age which is the target of the intervention.</p> <p>4/12 made less than 12 m all SEN children with significant needs.</p> <p>5/12 made good or better progress in class over the year.</p> <p>These results are viewed in the light of SEN children not being the target audience for this intervention. It is a group intervention so less individualized, but we felt it is better than not supporting those children who all made some progress. They are more vulnerable to not making progress in class and transferring those skills.</p> <p>This may be a feature of cascading training which is not ideal but as training only happens once per year it was not possible to send TLA's last year. This year we cannot yet see a way to train more staff due to cutbacks.</p>
First Class @maths 1/2	<p>Over 12-15 week interventions- This is a group Intervention (4 children not 1:1)</p> <p><u>FC1</u></p> <p>17 in Y 2 children did First Class 1. This was run differently this year due to a large cohort of children needing this intervention for specific areas. Therefore the within Intervention data was not measured and the intervention was truncated to meet this extraordinary need.</p> <p>12/17 (71%) made expected progress in the year group curriculum who might otherwise not have.</p> <p>4/17 below (1 repeated as no progress in the first intervention) 2 of these have significant SEN needs and 1 went to CP over the summer</p> <p><u>FC2</u></p> <p>8 children did FC2</p> <p>Of these 3 made 18 months + progress in the intervention</p> <p>2 made good or exceeding progress within their year group curriculum. The other 6 had significant out of school issues which are known to us as well as SEN difficulties and these have a significant impact on learning. However all the children benefited from the intervention and are more willing to try in class. They will be followed up to see if there is better progress next year.</p>
Talk 4 Number	<p>9 children in 2 groups completed this intervention. Only done in autumn as BRP/inference needed in Y4 in spring and summer</p> <p>8/9 (89%)children made in excess of 15 months progress some up to 20-30 months –</p> <p>5/9 made good or better progress 3PP+ within the year group curriculum.</p> <p>1 child left 2LA/CP/SEMH 1 EHCP, 1CP, Att/sig SEN</p> <p>A good result.</p>
Success@Arithmetic	<p>This year we ran Success in Y 5 for the first time.</p> <p>4/6 made good or better progress. 2 Individuals with other issues</p> <p>5/6 made good or better progress within the year group curriculum over the year</p> <p>This has been very positive for this year 5 group.</p>

Talk Boost.	8 children completed the new Talk Boost. All 8 made good, (5) exceeding progress within the year group curriculum , one making 7 points of progress which is exceptional.
Speech and Language	This year we assessed all of Reception and Year 1 using the new Speech Link with the support of one of our experienced TLA's. The Speechlink package allows us to provide more accurate detail on the provision children need who have not been identified for SALT provision. A number of children in reception were identified this year as having some speech skills below expected or their age. The program provides a standardised score and then materials to support their specific issues These children will be followed up over the next year to see if they have made progress.

Staff Training

- All staff have received Safeguarding training this year.
- First Class update £350 to include new materials from higher expectations of New National Curriculum.
- Cascaded training for Inference to 2 KS2 TLA's so that this can be delivered in more year groups.
- Speechlink training to TLA to administer assessments and feedback to Reception and year 1 teachers.

Finance

Costings for interventions remain broadly the same as last year, and this year the licence for Speechlink has been added at approx. £200 for the year. Sheila Stratton remains extremely modest cost for the support she provides for both teachers and children. The Educational Psychologist has been funded from the SEN budget this year.

Review of Key Priorities 2016-17

- Selection of children for interventions has improved this year with more discussion.
- Due to areas of need, some interventions have been adapted to meet increased need and therefore do not provide the same data from the intervention. However the children who received these tailored interventions from experienced staff, made good progress in that area.
- Continued work with Sheila Stratton (Specialist Literacy Teacher) has enabled teachers to meet the needs of a wider range of children through persistent use of Phonics intervention (whole class or groups) across the school, which has reduced the numbers of children needing higher level interventions. She has monitored the improvements through periodic assessment and feels that improvements are now embedded across the school.
- All staff are now confident in weaving phonic knowledge into their daily teaching and can see the results in children's spelling writing and reading. Where issues persist, then tailored assessments have been undertaken which have resulted in either Educational Psychologist involvement, or a more specific programme supplied by Sheila (i.e. Y5 spelling worked in conjunction with Read Write inc programmes.)
- Handwriting needs have been identified and strategies to support this in KS1, as well as persistence in improving this in KS2 are bearing good results.

Key Priorities 2017-18

- Ensure that when the new Banding for EHCP children comes in in the autumn, that children are supported in more creative ways so that they continue to make good progress.
- To support families through the coming changes so that they are informed and understand the nature of the changes and implications for their children.
- Support teachers managing the needs of these children who may have less support than previously.
- Continue to provide a variety of Interventions when possible under the challenging financial climate.
- To adapt classroom practice where possible, embedding the principles of the interventions and to continue to support SEN children who benefit from this more individualised support.
- Continue to select children carefully so that interventions have the best impact, through discussion with SENCO and teacher.
- Where possible, train TAs who do not currently lead interventions so they can benefit from the more in depth knowledge so they can then impact their support of whole class teaching.

Debbie Russell SENCO in collaboration and with Leslie Galpin Jan 2017